APPENDICES

EDUCATION

If with their simple and sincere faith in the principles by which they had won their own independence and founded their governments, the American people failed to realize fully the nature and difficulty of the mission they were undertaking, they understood clearly that for its successful practice and permanent enjoyment, democratic government required and educated and informed citizenry. This understanding and conviction were as strong as they had been one hundred years earlier, when the framers of the great Ordinance of 1787 enacted for the government of the so-called northwest territory, stated that "religion, morality, and knowledge being essential to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

In similar vein, President McKinley directed that the Commission "should regard as of *first importance* the extension of a system of primary education which shall be free to all, and which shall tend to £t the people for the duties of citizenship and for the ordinary avocations of a civilized community." In its first proclamation to the people of the Philippines in 1899 the First Philippine Commission declared the establishment of elementary schools and appropriate facilities for higher education to be of cardinal importance in the American program for the Islands.

No people ever accepted the blessings of education with more enthusiasm than the Filipinos. Like the Americans, they saw that the road to self-government lies through the schoolhouse. The United States Army began the establishment of modern schools in 1898, and within a year more than 4,500 primary pupils were enrolled in Manila alone. The foundations for the permanent educational system of the country were laid by the Philippine Commission in January, 1901. One of its first acts provided for the appointment of more than 1,000 American teachers. Some of the members of this original group of educational pioneers are still in the Philippines. The splendid and devoted work of these and thousands of others who followed them has been a credit to their country and of

immeasurable
value to the Filipino people.

Although a system of primary public schools was provided for by Royal Spanish decree in 1863, few Filipino children were being educated at public expense at the end of the Spanish regime. Today about two-thirds of all Filipino children of primary-school age (seven to